

# Re-envisioning Native Hawaiian Student Success: Part 2

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# Overview of our Talk Story

- Aloha & Mahalo
- Unpacking Native Hawaiian student success
- What are some frameworks of Hawaiian education?
- What are the connections between teacher turnover and Native Hawaiian student success?
- Q & A
- Small group discussion!
  - What **can** Native Hawaiian educational success look like?
  - How do we know?
- Big group report back!

Prince EA: I Just Sued the School System!

<https://www.youtube.com/watch?v=dqTTojTija8>

# Department of Education

## **Vision**

“Hawaii’s students are educated, healthy and joyful lifelong learners who contribute positively to our community and global society.”

## **Mission**

“We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.”

# Department of Education

## “General Learner Outcomes”

- Self-directed learner
- Community contributor
- Complex thinker
- Quality producer
- Effective communicator
- Effective and ethical user of technology



# How do we know our students are “successful”?

- Standardized test scores
- Grade-level benchmarks
- Grade promotion
- Graduation
- College matriculation and graduation
- Employment
- Career readiness...

# What do these indicators of success tell us about what we value?

- Learning is quantifiable
- Emphasis is on particular types of knowledge and learning [i.e., reading, math]
- Emphasis is on particular types of learners
- Education means employment...

# What do these indicators of success do not tell us about what we value?

- Social emotional or psychosocial dimensions of growth
- Commitment to community-building (civic engagement) and lāhui-building
- Self-efficacy
- Critical thinking, systems thinking
- Multiple ways of being and knowing
- Multiple knowledges
- Creativity and innovation
- Cultural identity...



# Frameworks for Hawaiian Education

# Model 1: Hālau Kū Māna

**“Cultivating agents of change for the ‘Āina, ‘Ohana, and Communities.”**

- **Ho‘okumu - Build grounding and foundation**
  - *To foster a sense of esteem, stewardship, and kuleana to the ‘āina, our communities and ourselves, through grounding in ancestral knowledge and practices of Hawai‘i and the academic skills necessary to excel in the 21<sup>st</sup> century.*
- **Ho‘okele – Forge direction and connections**
  - *To explore and inquire in ways that build upon our ancestral wisdom and bridge to other communities and cultures in a harmonious manner.*
- **Ho‘omāna – Provide sustenance and empowerment**
  - *To provide sustenance and empowerment for ourselves and our communities by striving for high academic, cultural, social, environmental and economic standards, thus nourishing all piko – cognitive, emotional, spiritual, and physical.*

([www.halaukumana.org](http://www.halaukumana.org))

# Model 2: Nā Hopena A‘o Outcomes

“‘O Hawai‘i ke kahua o ka ho‘ona‘auao. Hawai‘i is the foundation of our learning. Thus the following learning outcomes, Nā Hopena A‘o, are rooted in Hawai‘i, and we become a reflection of this special place.” (BOE Policy 3-E)

(<http://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>)

# Model 2: Nā Hopena A'o

## **Strengthened Sense of Belonging**

*I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. I am able to interact respectfully for the betterment of self and others.*

## **Strengthened Sense of Responsibility**

*I willingly carry my responsibility for self, family, community and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.*

## **Strengthened Sense of Excellence**

*I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.*



# Model 2: Nā Hopena A'o

## **Strengthened Sense of Aloha**

*I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.*

## **Strengthened Sense of Total Well-Being**

*I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart and spirit. I am able to meet the demands of school and life while contributing to the well-being of family, 'āina, community and world.*

## **Strengthened Sense of Hawai'i**

*I am enriched by the uniqueness of this prized place. A sense of Hawai'i is demonstrated through an appreciation for its rich history, diversity and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.*

# Model 2: Nā Hopena A'ō Graphic for BOE & DOE Strategic Plan

<https://spark.adobe.com/page/MAGelnmpXBbcH/>



# Nā Hopena A'o Statements

## HĀ: BREATH



\* Source: Puku'i, M. (1983). 'Ōlelo No'eau Hawaiian Proverbs & Poetical Sayings. Honolulu, Hawaii: Bishop Museum Press.



# Model 3: Native Hawaiian Student Services, UH Mānoa – Mission & Vision

“The mission of Native Hawaiian Student Services (NHSS) is to serve Native Hawaiian students at the University of Hawai‘i at Mānoa through a comprehensive, culturally respectful, and academically competent program of student support and advising services. Our resources are designed to increase the recruitment, retention, and matriculation of Native Hawaiian students. NHSS has two primary kuleana (responsibility) with respect to student support. The first kuleana, as reflected in our mission, is to provide support and guidance to all Native Hawaiians pursuing higher education, with an emphasis on those attending UH Mānoa (approximately 3,000). The second kuleana is to provide support and guidance to all Hawai‘inuiākea School of Hawaiian Knowledge (HSHK) majors, undergraduate and graduate students majoring in Hawaiian Language and/or Hawaiian Studies.”

(<http://manoa.hawaii.edu/nhss/about/mission-vision/>)



## Model 3: Native Hawaiian Student Services, UH Mānoa – Student Learning Outcomes

- Haumāna develop a sense of place and belonging at UH Mānoa.
- Haumāna build networks of mentorship support with peers.
- Haumāna develop a critical thinking epistemology using Hawaiian identity and history as the foundation.
- Haumāna recognize their place within the lāhui.
- Haumāna develop transferable academic and career skills.
- Haumāna develop positive attitudes about their career or graduate school potential.
- Lāhui Hawai'i develop a sense of place and belonging at UH Mānoa.

## Model 3: Native Hawaiian Student Services, UH Mānoa

- Reconceptualizing academic and co-curricular programming
- Utilizing higher education for kuleana lāhui
- Expanding our understanding of “success”
- Addressing “whole student” needs
- Strategically navigating higher education

# What are the connections you see in these frameworks?

- Attention to “whole student”
- Culture is important to student identity and grounding [which is also connected to self-esteem, confidence which is also connected to academic success!]
- Culture is rigorous and relevant
- Kuleana to self, ‘ohana, and community is integrated into education
- Importance of place
- Attention to innovation and local and global connections...

What is the connection between  
teacher turnover and Native  
Hawaiian success?



**Q & A**

# Discussion Ground Rules

- ❖ Respect everyone's ideas. There are no bad ideas, we're just brainstorming out loud.
- ❖ Let's agree to disagree. We will not all share the same opinions, and that's okay.
- ❖ If you are someone who tends to share a lot, please be mindful of the group and allow enough silence for others to share.
- ❖ If you are someone who hesitates to share, please share what's on your mind—that helps others to know they're not alone.

# **Small Group Discussion**

## **Group 1:**

What does Native Hawaiian student success look like?

## **Group 2:**

What are concrete actions I can take that will directly or indirectly address teacher turnover?

# **Big Group Discussion**

Small groups share back to larger  
group



Closing